

Oakley School 251 West Weber Canyon Road Oakley, Utah 84055

April 30, 2008





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Oakley School 251 West Weber Canyon Road Oakley, UT 84055

April 30, 2008

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 30, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Oakley School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Director of Academics Kay Katchuk is also commended.

The staff and administration are congratulated for their desire for excellence at Oakley School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Oakley School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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7/25/2007

OAKLEY SCHOOL

Owner		CRC Health Group	
ADMINISTRATION AND STAFF			
School Administration			
Arch Egbert	Σ	Executive Director Assistant Head of School Director of Academics Clinical Director Director of Experiential Education Director of Student Life	
	Clinical Staff		
Suzanne Clark		Recovery Counselor Therapist Therapist Therapist Therapist Therapist Therapist Therapist Therapist Therapist	
	Support Staff		
Laura Preece		College Counselor Registrar Assistant Registrar	
	Faculty		
Charlotte Culberson Mark DelVecchio Rachel Farrington Adam Heesch Craig Jacobs Brett Jepson	Patricia Jones Kay Katchuk Joe Levinthal Heidi Matthews Mary Pelletier Lisa Pillmore	John Severo Justin Spitzer Craig Vietinger Jay Williams Steve Young	

OAKLEY SCHOOL

MISSION STATEMENT

The mission of the Oakley School is to provide a unique environment in which each student is inspired to respect and pursue academic excellence, while developing the physical and social skills, as well as the emotional stability crucial success in a complex, changing world.

BELIEF STATEMENTS

- We believe in our students' potential to learn, grow, create and contribute to the school and society.
- We believe that a diverse, talented, well-trained and passionate staff will inspire learning.
- We believe that a variety of classroom experiences coincide with an enjoyable, high transfer of learning in a college preparatory environment.
- We believe that the communication and the sharing of information, feelings and ideas is a critical component to success.
- We believe that recreation and service programs enhance self-esteem, motivation and students' willingness to work and share with others.
- We believe that cooperation between parents, administrators, teachers, students and school staff is necessary to create a successful learning environment.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. Students will e able to **communicate effectively** and appropriately in an oral, written, non-verbal and artistic manner. Able to:
 - Brainstorm, select and organize information to communicate.
 - Use methods of communication appropriate to the stated purpose (i.e., reading, writing, listening, speaking, the arts, mathematics and technology).
 - Adapt a method of communication to suit the needs of a particular audience.
- 2. Students will acquire a variety of **thinking skills** and learn to use them as needed in diverse situations. Able to:
 - Employ creative, critical problem-solving, decision-making and innovative thinking processes to interpret, organize and manage information.

- Understand that, while there are various approaches, thinking is a holistic, integrated process.
- Challenge accepted hypotheses while considering new ideas and perspectives.
- Draw conclusion and consider the consequences of those conclusions.
- 3. Students will be able to **work cooperatively** with others to achieve desired goals. Able to:
 - Communicate effectively as a group.
 - Recognize the value of differences and similarities among group members.
 - Balance personal and group needs.
 - Build consensus.
- 4. Students will learn the **value of service to school and community**. Able to:
 - Recognize that no single person is an island and that we need and depend upon each other.
 - Find joy in helping those who need it most.
 - Understand that we all have a responsibility to protect and preserve out collective environment.
- 5. Students will learn the skills necessary to become **productive members of the working community**. Able to:
 - Identify personal interests that will lead to a career path.
 - Acquire the knowledge to choose among a variety of career paths.
 - Assume the responsibility for professional growth.
 - Understand how to apply for and keep a job.
- 6. Students will <u>develop strong character with a foundation in ethics</u>. Able to:
 - Recognize how individual choices and actions affect self, family and community.
 - Acknowledge that all people have innate worth and deserve compassion.
 - Identify and take action to meet community needs.

Date of visit: April 30, 2008

MEMBERS OF THE VISITING TEAM

Stephen Jolley, Principal, Itineris Early College High School, Chairperson

Kori Mayeski, Education Director, Certified Educational, Recreational and Therapeutic Schools (C.E.R.T.S)

Velden Wardell, Principal, Snowcrest Junior High School, Weber School District

VISITING TEAM REPORT

OAKLEY SCHOOL

CHAPTER 1: SCHOOL PROFILE

The Oakley School is a private boarding school for students in grades 9-12 who want to make positive changes in their lives by overcoming past obstacles and embracing new challenges. The Oakley School is a holistic school, preparing students mentally, physically, emotionally, and socially. The school is located at the base of the Uintah Mountains, approximately one mile east of the town of Oakley, Utah.

The school opened its doors in 1998 with eighteen students; in 2008, enrollment is one hundred students. The Oakley School staff consists of 11 full-time teachers, three part-time teachers, ten experiential staff members, eight clinicians, and 25 residential life staff members. The school operates on a four-day academic week, with students participating in modules on Friday and Saturday. The module program is designed to develop student independence, socialization, and environmental awareness by helping them experience a variety of physical activities, community services, and fine arts.

The Oakley School maintains high academic standards in a setting that nurtures thoughtfulness, emotional vitality, social responsibility, and physical health. It is not the goal of the Oakley School to keep students for more than one academic school year, but to transition the students successfully into the real world.

a) What significant findings were revealed by the school's analysis of its profile?

The Oakley School offers an impressive array of academic classes, given the small size of the school. It was evident to the Visiting Team that an emphasis is placed on academics, even with the school being a residential treatment facility. A concern already known to the school is the decreasing test score results of students, along with the decline in academic honors as the school year progresses—specifically, the fact that more than half the students received a lower score on the SAT exit exam than they did on their SAT entrance exam. This concern was mentioned not only in the profile but by the administration and faculty during the visit.

b) What modifications to the school profile should the school consider for the future?

As was noted in the previous Report of the Accreditation Visiting Team (from December 2001), data relating to student learning and achievement is cursory and incomplete. There is insufficient data to determine academic areas of strength or areas for improvement. Reporting overall SAT results is a good start; however,

specific achievement data in math, language arts, science, social studies, etc., is needed to create a true school improvement plan and evaluation.

Along with more comprehensive student testing and achievement data, a more complete analysis of the "typical" Oakley student is needed. Numbers of ESL students and IEP students, as well as socioeconomic data, all help to paint a more accurate picture of the school.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The Visiting Team felt Oakley School's self-study was an accurate and honest portrayal of the school's strengths and weaknesses. The study indicated the staff's collective need for more collaboration and professional development. The school also openly reported and addressed its concern with decreasing test scores and academic honors. The amount of time the staff devotes to helping students progress (weekly meetings, parent weekends, use of forms, advisory program) is very commendable, and should not only be addressed in the self-study but celebrated as an impressive accomplishment and method of student improvement.

Suggested Areas for Further Inquiry:

- Find, collect, and use data to drive curriculum and instruction. Obtain specific-subject student-related data (math, language arts, science, etc.).
- Search for possible methods to counteract decline in SAT testing scores and academic honors. Explore options to reverse, the trend of decreasing academic performance in the third trimester as stated in the profile, "the students are more distracted by their eminent transition and changes than concerned with academics."

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?

The school's mission statement, belief statements, and DRSLs were all developed several years ago. While a complete overhaul does not need to be done with each accreditation, a re-visit and "fine tuning" are needed. With a change in the majority of faculty members since the last visit, both veteran and new faculty members should be a part of the DRSL development and implementation. Many faculty members had no involvement or connection with the DRSLs other than a poster they were given a few months ago to place in their rooms. Furthermore, the students had little or no experience with DRSLs, and most did not even know of their existence.

b) To what extent do the school's mission and beliefs align to support the school's DRSLs?

The Oakley School's mission and beliefs statements align with and support the DRSLs very well. Not every belief statement corresponds directly with a DRSL, but this does not always have to happen. The belief statements are evident in the work of the faculty and operation of the school.

c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.

The indicators for the school's first DRSL, "communicate effectively," have been somewhat developed into rubrics used in evaluating the Six Traits of Writing model, along with an oral presentation rubric. The school is moving in the right direction in measuring and assessing this individual DRSL. However, there is little or no evidence of indicators used to measure and assess student progress related to the other DRSLs of Oakley School. It appeared to the Visiting Team that such indicators are employed in practice by the faculty, but no data or formal method that could be reported and analyzed to improve teaching and instruction was present in the self-study.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

The DRSLs appear to be a guiding principle and an underlying influence on much of what happens at Oakley School. Once again, however, the Visiting Team failed to find substantial evidence or data to support the role the school's DRSLs play in guiding policies, procedures, and decisions of the school. The culture of the school is certainly influenced by the themes of the mission and beliefs statement, along with the principles of the DRSLs, but this is all done according to a method more attributable to serendipitous circumstances than to careful, thoughtful planning. The Visiting Team was unable to find any students who knew what the school's DRSLs were or even what a DRSL in general was. Even more specifically, we were unable to find a student able to explain the role of DRSLs with relation to the school's curriculum or instruction.

The Oakley School's DRSLs need to play a more direct and literal roll in guiding, shaping, directing and improving the school's curriculum and instruction.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

The Visiting Team observed the staff members at Oakley teaching the Utah Core Curriculum in their classrooms. It was obvious to the team that the faculty had worked diligently this year on mapping the school's curriculum to the Utah Core. While the DRSLs at Oakley are taken from the Utah Life Skills curriculum, the Visiting Team did not find intentional teaching of DRSLs in the classroom curriculum.

It is the belief of the Visiting Team that the curriculum of Oakley School would be strengthened by incorporating DRSL instruction into the classroom curriculum and having faculty members study their curriculum maps looking for natural places of content overlap. The Visiting Team suggests that the faculty at Oakley look for ways to teach similar content in as many different courses as possible simultaneously in order to reinforce content and extend learning.

b) To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?

The Visiting Team saw evidence of students engaged in inquiry, problem-solving, and higher-order thinking skills in the classrooms visited. In order to ensure that all students are engaged, the Visiting Team advises that the faculty create a rubric for evaluation of these skills that all teachers can use to determine competency levels using these skills.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

The Visiting Team did not observe a curriculum that focuses on the school's DRSLs. At times teachers are accidentally teaching these skills in the classroom, but it is not intentional or collaborative. The Oakley faculty can build on the rubrics that have been created for writing and presentations by working together to determine how the skills identified in the rubric will be taught in all classrooms. Also, other rubrics for other DRSLs should follow suit.

d) How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?

The Visiting Team observed the use of informal assessment in many of the classrooms visited; however, it was unclear how often these assessments were used to drive curricular decisions.

Instruction:

a) To what extent do teachers use a variety of instructional strategies to enhance student learning?

The Visiting Team observed a variety of instructional techniques being used in the classrooms at Oakley. There was a particular effort to integrate technology in the classroom, which is admirable due to the supervision issues of this student population.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

The Visiting Team did not find intentional teaching of DRSLs within the classroom curriculum. It seems teachers are inadvertently teaching these skills in the classroom, but such instruction is neither explicit nor collaborative. The Oakley faculty should build on the rubrics that have been created for writing and presentations and work together to decide how the skills identified in the rubric will be taught in **all** classrooms. Also, additional rubrics for other DRSLs should be developed using the same model.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

The Visiting Team recognizes that the Oakley faculty has discovered the need for an improved professional development plan in the self-study. The team validated this discovery and encourages the faculty to specifically use the professional development time to work on cross-curricular instruction, implementing DRSLs, and the assessment of DRSLs.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

The Visiting Team believes this is strength of Oakley School. Teachers have a variety of educational backgrounds and experiences to share with students. It is

evident that teachers are well prepared to teach in-depth to very intelligent students.

e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?

The Visiting Team saw many examples of technology being integrated into the curriculum. Students were using a foreign language vocabulary program, writing PowerPoint presentations, and viewing technology-assisted lecture discussions, to name just a few examples. Additionally, the Oakley faculty identified a goal in the school improvement plan to stay current with technological advances.

Assessment:

a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?

The Visiting Team observed examples of informal assessment in the majority of classrooms visited. The team also observed the creation of two rubrics for assessing students in both writing and oral presentations. The Visiting Team recommends additional work by the faculty to quantify the expectations of minimum vs. exemplary competency for each DRSL, and to educate students about how they will be evaluated.

b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?

The Visiting Team observed that the faculty has a lot of anecdotal information about whether students are meeting academic expectations. Finding a way to quantify this information into an assessment system would serve to strengthen the Oakley program. A possible suggestion is to write levels of competency for DRSLs into the "form" application.

c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?

The Visiting Team recommends that the Oakley faculty develop a system to collect, aggregate, and use assessment data to drive the curricular decisions of the school.

d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?

The Oakley faculty recognizes the need for an improved professional development plan in the self-study. The Visiting Team confirms this need, and encourages the faculty to use the professional development time to work predominantly on cross-curricular instruction, implementing DRSLs and the assessment of DRSLs.

e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?

The Visiting Team recognizes that rubrics have been created for writing and presentations. The Oakley faculty can build on these tools and create similar rubrics for the rest of the DRSLs.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?
 - The Visiting Team observed a school schedule that protects academic instruction time from the various other obligations and activities that the school is responsible for guiding. It was obvious to the team that teachers and students value instructional time and were actively engaged in the teaching and learning process.
- b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?

The Visiting Team found the faculty and administration to be aware of certain data trends (i.e., declining SAT scores). Yet, there was not an active process, school-wide and/or within each content area, to gather and analyze student performance data. It was suggested by the Visiting Team that some form of student performance data be gathered and specifically tied to the DRSLs for evaluation of the effectiveness of the school's effort to achieve these exit results.

The Visiting Team supports the self-study's conclusion that additional professional development is needed. Research-based professional development always uses data to validate findings; consequently, it could assist the Oakley School in seeing what kind of data can be gathered, as well as offer a glimpse of how it can be analyzed to help guide instructional/curriculum decisions for students.

c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?

The Visiting Team concluded that the Oakley School leadership is very skillful in the management of the school's organization, operations, and allocation of resources. Considering that the school has been bought and sold since its last site visit in 2001, the Visiting Team could discern no noticeable difference in the day-to-day operation of the school. The school appears safe and welcoming for both students and staff. Students who were asked validated the team's perception regarding the safety of the school.

The Visiting Team, however, concluded that the support of the DRSLs and a school improvement plan seem disconnected from daily operation. The Visiting Team recommends that the leadership of the school begin a process to weave the DRSLs into the fabric of daily school operation, with frequent evaluation points throughout the school year that can drive a more focused school improvement plan.

d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?

The Visiting Team observed a very active and engaged school faculty in the shared responsibility of student learning. Decision making is shared, but ultimately there are clear lines drawn between the support staff (psychologists/counselors) and the faculty. Teachers communicate with parents on a regular basis, and with support staff even more frequently. The fact that this is a resident (boarding) school makes the involvement of the entire school community more difficult; however, the Oakley School is committed to sharing information regarding each student's progress or lack of progress with all appropriate stakeholders to maximize resources for each student.

The Visiting Team found Oakley School's relationship with its neighbors and the small community of Oakley to be delicate, but in better condition than on the previous visit. The school principal is very thoughtful and strategic in determining the school's interaction with the local community. It seems to be moving in a positive and productive direction for all involved.

e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

The Visiting Team sees this as the strongest component of the Oakley School operation. Each student has several adults who are aware of his/her academic, social, and emotional progress. There are teams of adults looking at each student from various angles to determine the best course of action in consultation with parents.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

<u>Culture of Continual Improvement:</u>

- a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?
 - The Visiting Team found Oakley School to have developed and implemented a school-wide improvement plan in 2001, but the Visiting Team could not see evidence of regular review and revision of the original plan. The changes made in the plan, from the first visit in 2001 to the current visit of 2008, seem to have been made based on anecdotal rather than empirical data. The faculty and staff seem committed to the process of school improvement, yet it was not clear that the administration or the faculty were aware of the various components (regular committee meetings, student improvement data, determination of assessment tools, timeline for regular evaluation, assigned tasks/staff, etc.) necessary to revisiting or revising the original improvement plan.
- b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?

The Visiting Team did not see a professional development plan focused on helping meet the school's goals for improvement, especially since one of the four goals for school improvement in the 2001 self-study was "To develop a plan for professional development for all members of the Oakley School staff." There is in-service provided on emergencies, safety, procedural responsibilities, and communication; however, to quote the 2008 self-study, "Professional development is not discouraged, but it is not actively encouraged." The Oakley School does provide financial assistance for any staff members choosing to attend professional development activities on their own time.

The Visiting Team supports the school's current use of one Friday a month as structured professional development time. How this time is used should be a school-wide decision made after discussion, design, and implementation agreements are reached to ensure the professional development addresses the school improvement goals that have already been determined in a similar process.

c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?

The Visiting Team found the action plan to be focused, based on the way it was written, more on the teachers and/or the school as a whole than on student achievement and learning. It would be more desirable to have all school goals lead to or support improved student achievement and learning. Even though it is clear that each goal, in the end would benefit student achievement and learning, it is important to include that language in the written description of each goal and somewhere in the evaluation process.

The Visiting Team recognizes Goal #4 as being completely focused on improved student achievement and learning.

d) To what extent does the school create conditions that support productive change and continuous improvement?

The Visiting Team determined that Oakley School does support and encourage productive change for continuous improvement. It was also the observation of the Visiting Team that the process of continuous improvement was not consistently addressed over the last six years. It appeared as if the process had been set aside following the 2001 site visit until the 2008 site visit was visible on the horizon. If he school leadership does not regularly put the components of this process before the faculty for discussion, then they create the perception that the process has no value.

The effort made to educate the faculty and staff (even with faculty/staff changes) on the "continuous school improvement" process is a key to the process's effectiveness.

e) What significant progress has been made in implementing the original action plan since the last full visit?

The Visiting Team observed staff members at Oakley teaching the Utah Core Curriculum in their classrooms. It was obvious to the team that the faculty had worked diligently on mapping the curriculum to the Utah Core. This effort is commendable and should be the model used in addressing the identified shortcomings in this report.

f) What significant progress has the school made in addressing the **major** recommendations of the previous Visiting Team and/or review team?

The Visiting Team would restate the aforementioned effort to align the Oakley School's curriculum with the Utah State Core.

The Visiting Team recognizes that curriculum mapping, which is part of the alignment work leading to development of common assessment tools, even though not completed, is included in Goal #4 of the 2008 self-study and validates the school's commitment to assessment work.

The Visiting Team commends Oakley School for the establishment of common professional development days as a commitment to continuous school improvement efforts.

CHAPTER 5: COMMUNITY BUILDING

a) To what extent does the school foster community building and working relationships within_the school?

The Visiting Team observed a strong school community and working relationship among all of the school's faculty and staff. The atmosphere within the school is very positive and supportive. The students seem relaxed and accepting of the school's attention to a sense of community within the school. The Visiting Team also sees more of a community with the addition of activities and athletics as part of the school experience.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

The Visiting Team sees the Oakley School, in essence, as a "school community collaborating... [in] support of student learning." The school is a living network of adults all collaborating on each student's behalf. The "collaborative network"

is probably the best way to describe the organizationally structure of the Oakley School overall.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

The Visiting Team felt as if Oakley School has a working process in place on behalf of each student, but the self-study did not include narrative or data to allow the team to determine to what extent this process was supporting each student. The Visiting Team would recommend that the Oakley school develop ways to show the breadth of support it has developed for each student (student-earned privileges, how many times a student loses privileges, etc.).

d) How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?

The Visiting Team was not able to see how school improvement was identified, documented, used, or communicated to all stakeholders. Progress was explained in the text of the self-study, some testing data was included in the self-study, and new goals were written, yet there was no clear articulation of these processes prior to their appearance in the written self-study.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Oakley School on the honesty of the self-study and its accurate portrayal of areas for improvement.
- The Visiting Team commends Oakley School on its use of technology as an integral part of classroom instruction.
- The Visiting Team commends Oakley School for the genuine care and concern for students' well-being shown by the faculty and staff.
- The Visiting Team commends Oakley School for the level of student engagement visible in each classroom visited.
- The Visiting Team commends the Oakley School faculty/staff for the extensive monitoring of student progress academically, socially, and emotionally.

- The Visiting Team commends Oakley School for creating a safe and healthy environment for students where they can focus on learning.
- The Visiting Team commends Oakley School for the leadership and support of the administrative staff for the classroom teachers.
- The Visiting Team commends Oakley School for respecting and protecting classroom instruction time.

Recommendations:

- The Visiting Team recommends that Oakley School integrate the DRSLs into the instructional content of every classroom, thereby illustrating their significance to the school organization.
- The Visiting Team recommends that Oakley School develop specific measurements for each DRSL for the purpose of evaluating their effectiveness in student learning.
- The Visiting Team recommends that Oakley School continue to pursue and develop professional development opportunities for the teaching staff.
- The Visiting Team recommends that Oakley School increase the amount of student achievement data collected, disaggregate the data, interpret the data, and use the information to drive instructional decision making.